From Picturebooks to Primary Sources: Cultivating Historical Inquiry through Children’s Literature and the Digital Commonwealth

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OVERVIEW OF PRESENTATION...

#1 WHY QUEER HISTORY? WHY NOW?
Detailing the Problem-Space; Introduction to Dr. Wargo

#2 CULTIVATING LGBTQ+ INQUIRY THROUGH INSTRUCTIONAL DESIGN
Overview of Inquiry Design Model; Zeroing in on Teaching LGBTQ+ History with Children's Literature and the Digital Commonwealth; Cultivating Sourcing with Young Children

#3 FUTURE DIRECTIONS...
Do's and Don’ts of Teaching LGBTQ+ Inclusive Social Studies in the Early Years; Additional Resources
SITUATING THE PROBLEM SPACE...

Key:
- 🌟 States that have / will have LGBTQ-inclusive curriculum laws in effect
- ❌ No “Pro Homo” States (Prohibits the ‘promotion of homosexuality’)

The Illinois Senate Is Considering A Plan To Force Schools To Teach LGBT HISTORY To Your CHILDREN. Is That Something You Want?

[Billboard image]
The inquiry design model is a distinctive approach to creating curriculum and instructional materials that honors teachers’ knowledge and expertise, avoids overprescription, and focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013).
PLANNING INSTRUCTION FOR INQUIRY IN ELEM SOCIAL STUDIES

The Design Path for IDM

Phase I: Framing the Inquiry
- Finding the Right Content Angle
- Crafting a Compelling Question That Is Actually Compelling
- Stress Testing the Compelling Question through the Summative Argument Task

Phase II: Filling the Inquiry
- Sequencing the Content through the Supporting Questions
- Using Disciplinary Sources to Construct Arguments
- Building Knowledge through the Formative Performance Tasks

Phase III: Finishing the Inquiry
- Creating Curiosity by Staging the Compelling Question
- Making Connections with Extension Tasks
- Taking it to the Bridge with Informed Action
- Finishing an Inquiry by Looking Vertically

Swan, Lee & Grant, 2017
Aim: Create a strong instructional sequence that builds up students’ capacities to construct evidence-based arguments

Design: Complex, iterative, creative, coherent, personal, contextual, collaborative, and challenging

Authentic: Inquiry is AUTHENTIC to students

Backwards: Use backwards design to first identify instructional aims as well as outcomes
“Because many stories can be told about the past and because those stories powerfully influence our understanding of who we are and where we come from, history is destined to be among the most controversial areas of human knowledge” (Levstik & Barton, 2015, p. 7)

**Bottom Line:** Teaching History should not be synonymous with a “presentation of the past” perspective. Rather, it should advance a pedagogy of pluralism that presents a vision for possible available futures. Diverse children’s non-fiction is one resource in advancing this mission.
SAMPLE INQUIRY

COMPELLING QUESTION:
HOW IS MARRIAGE EQUALITY – AS A SERIES OF HISTORICAL MOMENTS – PART OF A LARGER SOCIAL JUSTICE MOVEMENT?

SOCIAL STUDIES STANDARDS AND PRACTICES
C3 D2. Ch. 4.3.3. Illustrate historic and contemporary means of changing society;
C3 D2. Hist. 12.3. Generate questions about multiple historical sources and the relationships to historical events and developments

STAGING THE INQUIRY
Using portraits of Mildred and Richard Loving and Jack Obergefell and Michael McConnell, invite students to engage in a “See-Think-Wonder” exercise (ask) peraltas to the compelling question:

SUPPORTING QUESTION A
What was the decision of the Supreme Court in the Loving v. Virginia case?
How might the Loving v. Virginia and Obergefell v. Hodges cases advance an image of social justice?

SUPPORTING QUESTION B
What impact did this decision have on other interracial couples?
Was same-sex marriage always illegal?

FORMATIVE PERFORMANCE TASK
Create a list of questions to help guide the inquiry

SYNTHESIZE THE DECISION OF LOVING V. VIRGINIA
Create a timeline of key events and historical sources

FEATURED SOURCES

Source A: Loving: The Right to Intermarriage
Source B: Digital Communication: Mildred and Richard Fauset Pettis
Source C: PBS Video: The History of African American Women

FEATURED SOURCES

Source A: Two Grooms on a Cake: The Story of America’s First Gay Wedding
Source B: Digital Communication: Sema & San Marriage Celebration
Source C: PBS Timeline of Same Sex Marriage Laws

SUMMATIVE PERFORMANCE TASK
ARGUMENT: Create a public service announcement to explain and respond to the compelling question: how is marriage equality – as a series of moments – part of a larger social justice movement?
TODAY? MAKING CONNECTIONS TO SUPPORTING QUESTION 3

**Supporting Question 2**
- What was the decision of the Supreme Court in the Loving v. Virginia case?
- How did this decision affect the Loving family?
- What impact did this decision have on other interracial couples?

**Supporting Question 3**
- What was the decision of the Supreme Court in the Obergefell v. Hodges case?
- Was same-sex marriage always illegal?
- What impact did this decision have on other LGBTQ+ couples?

**Formative Performance Task**
- Synthesize the decision of Loving v. Virginia
- Create a timeline of key events and featured sources

**Featured Sources**
- Source A: The Case for Loving: The Fight for Interracial Marriage
- Source B: Digital Commonwealth – Mildred and Richard Family Portraits
- Source C: PBS Video – 50th Anniversary of Loving v. Virginia
- Source A: Two Grooms on a Cake: The Story of America’s First Gay Wedding
- Source B: Digital Commonwealth – Same-Sex Marriage Collection
- Source C: PBS Timeline of Same-Sex Marriage Laws

Two Grooms on a Cake tells the story of Jack Baker and Michael McConnell, two men who married on September 3, 1971. The book highlights the Minnesota couple’s struggle to obtain a marriage license and highlights a relatively untold story that led to later decisions regarding same-sex marriage (e.g., Obergefell v. Hodges).
SUPPORTING QUESTION 3

What was the decision of the Supreme Court in the Obergefell v. Hodges case?

Was same-sex marriage always illegal?

What impact did this decision have on other LGBTQ+ couples?
## Historical Thinking Chart

<table>
<thead>
<tr>
<th>Historical Reading Skills</th>
<th>Questions</th>
<th>Students should be able to...</th>
<th>Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sourcing</strong></td>
<td>Who wrote this?</td>
<td>Identify the author’s position on the historical event</td>
<td>The author probably believes...</td>
</tr>
<tr>
<td></td>
<td>What is the author’s perspective?</td>
<td>Identify and evaluate the author’s purpose in producing the document</td>
<td>I think the audience is...</td>
</tr>
<tr>
<td></td>
<td>When was it written?</td>
<td>Hypothesize what the author will say before reading the document</td>
<td>Based on the source information, I think the author might...</td>
</tr>
<tr>
<td></td>
<td>Why was it written?</td>
<td>Evaluate the source’s trustworthiness by considering genre, audience, and purpose</td>
<td>I do/don’t trust this document because...</td>
</tr>
<tr>
<td></td>
<td>Is it reliable? Where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contextualization</strong></td>
<td>When and where was the document created?</td>
<td>Understand how context/background information influences the content of the document</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What was different then? What was the same?</td>
<td>Recognize that documents are products of particular points in time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How might the circumstances in which the document was created affect its content?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Corroboration</strong></td>
<td>What do other documents say?</td>
<td>Establish what is probable by comparing documents to each other</td>
<td>The author agrees/disagrees with...</td>
</tr>
<tr>
<td></td>
<td>Do the documents agree? If not, why?</td>
<td>Recognize disparities between accounts</td>
<td>These documents all agree/disagree about...</td>
</tr>
<tr>
<td></td>
<td>What are other possible documents?</td>
<td></td>
<td>Another document to consider might be...</td>
</tr>
<tr>
<td></td>
<td>What documents are most reliable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Close Reading</strong></td>
<td>What claims does the author make?</td>
<td>Understand how context/background information influences the content of the document</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What evidence does the author use?</td>
<td>Evaluate the evidence and reasoning the author uses to support claims</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What language (words, phrases, images, symbols) does the author use to persuade the document’s audience?</td>
<td>Evaluate author’s word choice; understand that language is used deliberately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How does the document’s language indicate the author’s perspective?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONNECTING MORE LGBTQ+ PICTURE BOOKS TO PRIMARY SOURCES?

Individual Identity & Development

American Archive of Public Broadcasting - LGBTQ+ Oral Histories

Keith Haring Archives
If we recognize diverse children’s fiction and non-fiction as metaphorical windows, mirrors, and sliding glass doors, then primary sources can serve as instructional bridges to pasts and presents as well as portals to speculate possible futures.
SOME CLOSING DO’S AND DON’TS FOR TEACHING LGBTQ+ INCLUSIVE SOCIAL STUDIES

**DO:**
- Integrate LGBTQ+ content through Inquiry
- Immerse yourself in LGBTQ+ History (e.g., podcasts, online tutorials)
- Use Educator-Ready Resources that are already available (e.g., Digital Commonwealth)
- Take an intersectional approach / avoid single-axis issues
- Acknowledge, don’t eliminate difficult histories

**DON’T**
- Teach LGBTQ+ content solely during Pride month or Equity Week
- Center a “Few White Worthies” (e.g., Harvey Milk, Pete Buttigieg)
- Feel alone (so many of us are engaging in this work)
- Let fear get the best of you

https://docs.google.com/document/d/1SM7bmJYAje8YGjx6vnnC3KF0VW1AYSK4GjPLnmNdGZ8/edit?usp=sharing
LOOKING FOR MORE?
INSTRUCTIONAL RESOURCES AND PROFESSIONAL DEVELOPMENT GUIDES

NYU History/Social Studies Collaborative:
https://steinhardt.nyu.edu/social-studies-collaborative

Teacher Institute for Teaching the CA FAIR Ed Act and LGBTQ+ History:
https://docs.google.com/document/u/1/d/1s-2zXjfTivIzYI4zISdZ7y8NRPz6DUypQdEM1WP1PBA/mobilebasic

Understanding LGBTQ+ Identity: A Toolkit for Educators
https://dptv.pbslearningmedia.org/collection/lgbtq-identity/

GLSEN - Advocate for Inclusive & Affirming Curriculum
https://www.glsen.org/inclusive-curriculum